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ABSTRACT

This curriculum guide for vocational education teachers and school guidance counselors focuses on changing attitudes toward integrating basic skills instruction into their work. Introductory materials include a project overview, mission and goals of the curriculum, belief statements, curriculum format, information on preparation and time issues, definition of new basic skills, and a guide to lesson categories. This book contains three lessons: Affective Domain--Changing Attitudes; Lifelong Learning; and Student/Teacher Expectations. Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are as follows: (1) perennial problem (for this curriculum, what should be done about integrating the new basic skills into vocational education?); (2) practical problem (action that can help address the perennial problem); (3) justification for lesson; (4) learner outcome; (5) instructor resources; (6) teaching strategy modeled; (7) lesson plan (content, new basic skills, process, application objectives); (8) teaching-learning interaction (introduction and steps to guide the teacher educator through the lesson); (9) debriefing strategies (options for summarizing the lesson); (10) evaluation options; and (11) individualized learning plan. Handouts are provided at the end of each lesson. An instructor resources section at the end of the book contains transparencies and handouts suitable for photocopying. (YLB)

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VOCATIONAL
TEACHER
EDUCATION

Integrating
Basic Skills Into
Vocational Teacher
Education Curricula

CHANGING ATTITUDES

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U.S. Department of Education
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Integrating
Basic Skills Into
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& Educational Studies
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CHANGING ATTITUDES

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Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

PROJECT OVERVIEW

The goal of this project was to develop, field test, and disseminate curricula that would help preservice vocational education teachers and school guidance counselors learn how to integrate basic skills instruction into their work. One curriculum was designed for use by vocational teacher educators, the other for school guidance counselor educators.

The project staff followed four steps in developing these curricula. First, the staff developed field test materials with the help of two Working Group teams of national experts. (The Working Groups assisted throughout the project, identifying competencies, suggesting field test sites, recommending and helping to locate potential curriculum materials, reviewing materials chosen for inclusion in the curricula, and guiding the dissemination of draft curricula to field test sites.) Second, the project staff compiled two reviews of literature, one in vocational teacher education and the other in school counselor education, to help identify decisionmakers' current views on the importance of teaching basic skills to secondary and postsecondary students preparing to enter the workforce. Third, the project staff conducted site visits at nine vocational teacher education and nine school counselor education institutions. The Working Groups had identified these institutions as sites in which some emphasis was being given to basic skills in preservice curricula. Finally, the project staff used Working Group comments, the literature reviews, and the results of their site visits to produce draft sets of the two new basic skills curricula.

The project staff then field tested the draft curricula at nine teacher education and nine school counselor education institutions. (None of these were the same institutions at which site visits had been made.) At each field test location, project staff members worked with a Site Liaison to integrate the draft curricula into existing vocational teacher or school counselor education instruction. The project staff used the resulting field test reports to improve the lessons, formats, and teacher instructions of the new basic skills curricula.

Final versions of the two curricula have been sent to all site visit and field test locations and to major curriculum clearinghouses and teaching-materials dissemination sites. Information about the curricula has been sent to vocational and industrial teacher education programs and school counselor education programs nationwide. The procedures used in developing the curricula will be reported to major journals in vocational, counselor, home economics, industrial, and technology education. These procedures will also be summarized at presentations to state, regional, and national conferences in the same professional areas.

ACKNOWLEDGEMENTS

A United States Department of Education Contract through the Office of Vocational and Adult Education provided the funding for the development and production of this Integrating Basic Skills curriculum. The staff in the Office of Vocational and Adult Education provided valuable input and support. Special thanks for the leadership provided by Jackie Friederich, Richard Di Cola, Bernice Anderson, Laura Johns, Gisela Harkin, and Susan Webster.

Faculty and staff at Colorado State University, and particularly in the College of Applied Human Sciences, have been willing to provide necessary technical skills and assistance whenever needed throughout the contract. The School of Occupational and Educational Studies and the Department of Industrial Sciences were particularly instrumental in the success of this curriculum effort.

The Integrating Basic Skills curriculum was developed and written with guidance from experts in the field who have shown commitment and dedication to integrating basic skills into vocational education. We sincerely thank the members of our Working Group for their contributions. The members of the Teacher Education Working Group were: Kay Clayton, A & I University, Kingsville, TX; George H. Copa, University of Minnesota, Minneapolis, MN; Thomas H. Crumbaker-Smith, Boltz Junior High School, Fort Collins, CO; Jim Hubbard, Colorado Alliance for Science; Michael W. Neden, Delta County Schools, Delta, CO; Leno S. Pedrotti, Center for Occupational Research and Development, Waco, TX; L. Allen Phelps, University of Wisconsin—Madison, Madison, WI; Jane Plihal, University of Minnesota, Minneapolis, MN; and Sally Yahnke, Colorado State University, Fort Collins, CO.

Vocational teacher education programs at universities across the country assisted as visitation and field test sites. The input provided by both groups expanded and improved the final product. We are indebted to faculty, teachers, and students at the following institutions for the insights they shared.

Teacher Education Sites: Bemidji State University, Corpus Christi State University, Idaho State University, Illinois State University, Indiana University of Pennsylvania, Michigan Consortium, North Carolina Central University, Northwest Regional Educational Laboratory, The Ohio State University, University of California—Long Beach, University of Georgia, University of Maryland, University of Minnesota, University of Missouri, University of Wyoming, and Virginia Polytechnic Institute and State University.

During our site visit to the University of Maryland, Dr. Francine Hultgren shared the Perennial and Practical Problem approach used in the Home Economics Curriculum in Maryland. This was a turning point for our curriculum effort. We hope our curriculum model reflects the impact of Dr. Hultgren's work.

Dr. Donald Cruickshank, Professor Emeritus from The Ohio State University, graciously permitted us to use two Reflective Teaching Lessons. We hope that this curriculum project helps teachers and teacher educators reflect on their teaching in the manner which Dr. Cruickshank modeled so well.

The School of Occupational and Educational Studies at Colorado State University has an integrated faculty of vocational and general educators. The vocational teacher educators on this contract want to recognize the contributions of our general education faculty member, Dr. Barbara Nelson. Barbara's expertise in teaching models and lesson planning enhanced the curriculum and increased our commitment to the integration of vocational and general teacher education.

The leadership, guidance, and support provided by Dr. R. Brian Cobb, Project Director, facilitated our work on the project. Dr. Nancy Hartley and Dr. Jaime Stefan, Project Coordinators, kept progress running smoothly as we traveled and wrote. Dr. Joseph Daly and Dr. Rich Feller provided insights into the counselor's role in integration as we worked as an integration team.

In the two years in which we have been working, many people have been an important part of this team effort. Staff, graduate students, and student workers have contributed time and energy. Special thanks to: Len Albright, Bart Beaudin, Betty Bloom, Sheila Bowman, Lynn Butler, Susan Cipolla, Barbara Cisneros, Terry Deniston, Jackie Friederich, Jody Gerst, Betty Grant, Stephen Jaouen, Nathalie Kees, Katy Koenen, Jean Lehmann, Jon Lewis, Jeff Lovejoy, Dawn Mallette, Carmen Manning, Laura McIntyre, Fawn Milliken, Laura Myers, Kathy Phifer, Laurie Pierce, Tracey Seltzer, Dee Spaulding, John Sutton, Janet Trever, and Ron Warren. We appreciate the efforts of each of you.

Cathleen T. Love and Gene W. Gloeckner

MISSION AND GOALS

Mission Statement

The mission of this vocational education curriculum is to empower preservice teachers with the skills necessary to model, plan, and facilitate the acquisition of the new basic skills necessary for learners to be successful family members, workers, and learners.

Goals

- To develop understanding of the new basic skills.
- To generate integrated efforts to assist learners in achieving new basic skills.
- To develop understanding of the multiple roles learners play in their work, family, and educational lives.
- To promote public school teachers as leaders in school reform.
- To develop an appreciation of the forces affecting change in the public school system.
- To model through the teacher education program the integration of basic skills into the curriculum.

Perennial Problem

What should be done about integrating the new basic skills into vocational education?

BELIEF STATEMENTS

The following beliefs guided the development of the curriculum.

We Believe:

- The teacher is no longer a "walking encyclopedia." The teaching-learning model no longer resembles an assembly line in which the student enters kindergarten and progresses through the system in a "linear" fashion with "parts" being added to create a complete product. Instead, the teaching-learning model focuses on integrating content and process so that the teacher is a facilitator of learning.

- It is the responsibility of vocational teachers to assume a leadership role in the facilitation of the change process from the assembly line model to an integration model.

- The vocational teacher educator is a role model for the preservice teacher in curriculum areas such as these: the teaching of basic skills, teaching methods and content, evaluation techniques, and the value placed on positive learner outcomes.

- The preservice teacher is capable of developing the basic skills, teaching methods and content, and evaluation techniques necessary to facilitate positive learner outcomes in the vocational classroom.

- The vocational teacher must have ownership of the new basic skills to model those skills.

- Debriefing of each lesson is key to enabling the preservice teacher to internalize the concepts of the lesson.

- Learning to know must never be separated from learning to do. Knowledge is derived from both content and process. The acquisition of knowledge requires the active participation of the learner. Knowledge is dynamic, it is continuously reconstructed by the learner, and it is affected by constant change.[1]

- The aim of education is to develop individuals who are active participants in the acquisition of knowledge and in the formation of healthy systems in a democratic society.

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[1]Adapted form Hultgren, F. (Project Director). (1989). A conceptual guide framework for home economics curriculum in Maryland. College Park, MD: University of Maryland.

CURRICULUM FORMAT

The curriculum has been organized into five books and a review of literature. The review of literature can be used as an instructor resource in preparing to teach this curriculum and/or as a reading for students.

Each lesson developed for the vocational teacher education Integrating Basic Skills curriculum was written to stand alone. No lesson requires that students have participated in a prior lesson in the curriculum to understand the lesson you choose to teach. However, Book One, The Initial Steps, offers a knowledge base for the integration of basic skills if your students are unfamiliar with the concept.

The chart which follows summarizes the five curriculum books. The titles of the lessons in each book are provided in the second column. The last column states the practical problem that each lesson addresses.

Teacher Education Curriculum

BOOK	LESSON	PRACTICAL PROBLEM
One: The Initial Steps	Conceptualizing Basic Skills	What should be done to help teachers own the new basic skills?
	Models of Integration	What should be done to help teachers own integration?
	Keys to Integration	What should be done to promote the integration process and help remove the natural competitive barriers within schools?
Two: Changing Attitudes	Affective Domain: Changing Attitudes	What should be done to help teachers better understand how to assess student attitudes?
	Lifelong Learning	What should be done to help motivate future teachers to maintain their quest for knowledge and to broaden their concept of education beyond classroom learning?
	Student/Teacher Expectations	What should be done to help teachers recognize how student and teacher expectations affect learning?

BOOK	LESSON	PRACTICAL PROBLEM
Three: Reality of Learners	Social Conditions of Youth	What should be done to help teachers understand how societal conditions and stereotyping affect youth in the public schools?
	Learning Styles	What should be done to help teachers respond to the learning style differences of their students?
	Special Populations	What should be done to help teachers facilitate the success of *all* students in their classrooms?
	Teaching the Adult Learner	What should be done to help teachers better understand the needs of the adult learner?
Four: Change in the Public School	School Reform	What should be done to help teachers understand the school reform movement?
	Rules, Roles, and Relationships in Schools	What should be done about "turf" issues between vocational and academic education?
	Dynamics of Change	What should be done about recognizing the impact of information age technology on the learner's preparation for work, family, and further education?
	Partnerships: Involving the Community	What should be done to help teachers build relationships with healthy boundaries for themselves and others?
Five: Challenges for the Teacher	The Curriculum Challenge	What should be done to help teachers accept change as a constant in curricula?
	School Culture	What should be done to facilitate integration of the new basic skills given the power structure that exists in the public schools?
	Modeling Integration of Work and Family	What should be done to help teachers recognize how making personal lifestyle choices requires similar skills as making professional choices?

A similar set of materials has been produced by Dr. Richard W. Feller and Dr. Joseph L. Daly in the area of School Counselor Education. All materials are available by writing to: School of Occupational and Educational Studies, Education Building, Room 209, Colorado State University, Fort Collins, CO 80523.

PREPARATION AND TIME ISSUES

Preparation Time

Faculty who field tested these materials recommend **at least one hour** of preparation for each lesson. Although you are acting only as a facilitator in these lessons, the content and teaching strategy may be new and/or different. Taking the time to prepare will foster delivery of both the content and process. It is particularly important to note that some lessons have an assignment that must be given to students the day prior to the lesson.

Each lesson contains a list of the materials needed to teach the lesson, and copies of any transparencies or handouts which are part of that lesson. Be sure to check for any additional teaching materials, e.g., audiovisual equipment, flipcharts, etc., which are needed to facilitate the lesson.

Time For Lesson Plan Delivery

In the field testing of the curriculum, these lessons were offered in classes which ranged in time from one to three hours. The students who were part of the field testing were adamant about the need to allow students time to discuss the topics in each lesson. Often the discussions were seen as critical to the lesson impact.

Lesson content and process throughout this curriculum are driven by the needs and interests of the students. You know the unique needs and interests of the students with whom you are working. As you review the lesson, think about the time your students will need to experience the lesson, and divide the steps in the Lesson Plan into time allotments which meet the needs of your students.

Transparencies and Handouts

Transparencies and handouts are duplicated at the end of each book, in the Instructor Resources section. The transparencies and handouts can easily be pulled out of this section and photocopied.

NEW BASIC SKILLS DEFINED

Basic skills are often defined as skills that were once referred to as the academic skills of reading, writing, and arithmetic. However, studies conducted during the last decade have focused on a broader definition of basic skills. The lack of these "new basic skills" has been associated with America's decline in productivity.

As part of the U.S. Department of Education project that funded the development of this curriculum, an extensive literature review was completed: Integrating Basic Skills into Vocational Teacher Education Curricula: Review of Literature, (Gloeckner, G., Cobb, B., Love, C., & Grant, B.).[2] One goal of the literature review was to provide an operational definition of the "new basic skills" for vocational teacher education. The authors sought to answer the question, *What knowledge and principles in liberal arts and occupational skill training help lead to success in work, family, and education?* The literature supported ten categories of new basic skills. In this curriculum, the new basic skills are defined as the knowledge and skills associated with these ten categories:

1. Learning to Learn
2. Reading, Writing, and Mathematics
3. Communication
4. Adaptability (creative and critical thinking and problem solving)
5. Personal Management (self-esteem, goal setting/motivation, and personal/career development)
6. Group Effectiveness (interpersonal skills, negotiation, and teamwork)
7. Influence (organizational effectiveness and leadership)
8. Technology
9. Science
10. Home/Family Management and Relationships

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[2]Copies of the complete literature review are available from: School of Occupational and Educational Studies, Education Building, Room 209, Colorado State University, Fort Collins, CO 80523.

GUIDE TO LESSON CATEGORIES

Each lesson format is identical, and each category within a lesson has its own icon, for ease in locating the category in any lesson. Lesson categories are described below.

Perennial Problem

A Perennial Problem is one faced over and over by successive generations of teachers. Perennial Problems include enduring questions about how to improve the quality of education. Posing curriculum lessons as Perennial Problems avoids focusing on time-specific problems. Developers of this curriculum have used the Perennial Problem approach throughout the curriculum. This approach provides a convenient framework for addressing issues involved in integrating new basic skills into vocational education.

The Perennial Problem informing this curriculum is: **What should be done about integrating the new basic skills into vocational education?**

Practical Problem

A Practical Problem identifies an action that can help address the Perennial Problem. This action is born of reasoned thought and sound judgment. Posing a Practical Problem in a curriculum is a way of focusing on both affective and cognitive processes, on both knowledge and values, on life experiences, and on thought and action. The Practical Problem approach can be used to help analyze a teaching situation, identify and address an education dilemma, generate and critique alternatives, and make value judgments.

Justification for Lesson

To develop this curriculum, teachers integrating the new basic skills into vocational education were asked the question, "What would you have liked to have studied/discussed in your preservice education that would have prepared you to do a better job of integrating these skills into your work?" Their responses framed the lessons developed. The Justification for Lesson describes the contribution each lesson can make

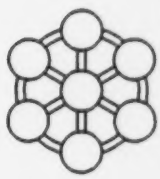
in preparing teachers for integrating the new basic skills into vocational education.

Learner Outcome

A Learner Outcome is a competency, level of knowledge, or quality that students should be able to demonstrate when they complete the lesson. Outcome-based education requires organizing the curriculum so that all students can reach the outcome. It demands a different approach to pedagogy, with emphasis on active modeling, expecting success, intensive engagement, diagnostic assessment, and frequent feedback to students.

Instructor Resources

This section lists all materials and supplies needed for the lesson, and gives guidelines for copying, adapting, and distributing necessary resources.



Teaching Strategy Modeled

Because knowledge is derived from both content and process, the teaching strategy modeled in the delivery of each lesson is critical to the expected outcome. A short synopsis of the "what," "why," "when," and "how" for each strategy is provided as a handout in each lesson. If you are unfamiliar with the teaching strategy, there is a source given on the handout for further exploration.

Lesson Plan

The Lesson Plan provides the content, new basic skills, process, and application objectives for each lesson. The step-by-step delivery of the lesson is given in the Teaching-Learning Interaction and the Debriefing. The final part of the Lesson Plan offers options for evaluation.

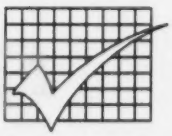
Teaching-Learning Interaction

The Teaching-Learning Interaction is the heart of the Lesson Plan. It includes an introduction and a series of steps to help guide the teacher educator through the lesson.

Debriefing Strategies

Debriefing Strategies are options for summarizing the lesson. In teacher education classes, students need the opportunity to discuss the content learned and the process (teaching strategy) in which they learned it. In addition, students are given the opportunity through debriefing to analyze what new basic skills they were practicing while participating in the lesson.

Debriefing helps education students critically examine how this lesson applies to their role as vocational teachers. Debriefing is an important part of the Lesson Plan. Planning time for debriefing is essential.



Evaluation Options

Evaluation Options for each lesson are based on the lesson's content, process, and application objectives. These options are meant to be adapted to meet the needs of your students.

Individualized Learning Plan

The plan for individualizing the lesson was provided by field test sites with individualized programs. The demonstration of competency required in the Individualized Learning Plan is the teaching of the lesson to a designated group.

AFFECTIVE DOMAIN: CHANGING ATTITUDES

Perennial Problem

What should be done about integrating the new basic skills into vocational education?

Practical Problem

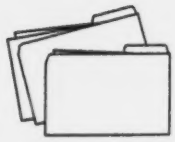
What should be done to help teachers better understand how to assess student attitudes?

Justification for Lesson

The affective domain refers to strategies meant to persuade, or change attitudes. Getting people to change their attitudes is difficult. The challenge of trying to integrate liberal arts and vocational education is an example of how difficult this can be. Students and teachers have strong opinions about what liberal arts and vocational education should be; they may resist the restructuring that integration can require. Many people question whether attitudes can indeed be changed. This lesson demonstrates approaches for trying to change attitudes and methods for measuring those changes.

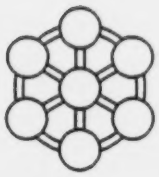
Learner Outcome

The learner will analyze the process of attitude change.



Instructor Resources

Handouts:
- Tobacco Task (reflective teaching lesson)
- Tobacco Task Information
- Tobacco Task Pretest
- Tobacco Task Posttest
- Tobacco Task Scoring Box
- Tobacco Task Learner Satisfaction Form
- Reflective Teaching Strategy



Teaching Strategy Modeled

Reflective Teaching Strategy

LESSON PLAN

Objectives:

Content:
The learner will analyze the process of attitude change.

New Basic Skills:
The learner will identify the new basic skills practiced in the lesson.

Process:
The learner will evaluate the Reflective Teaching Strategy.

Application:
The learner will identify at least two different methods for evaluating the effectiveness of trying to change attitudes (affective domain).

Teaching-Learning Interaction

Day Prior to Lesson:
Become familiar with the six Tobacco Task handouts.

Divide the students into groups of four to six. From each group, assign **one** individual to be a Designated Teacher. Explain that in the next class period the Designated Teacher will teach a lesson to his or her group.

Have the Designated Teachers stay after class. Give them the handouts titled Tobacco Task, Tobacco Task Information, Tobacco Task Pretest, Tobacco Task Posttest, and Tobacco Task Scoring Box. Explain that each Designated Teacher can teach the Tobacco Task lesson in whatever manner the teacher prefers. Explain the objective of the lesson and the time limits (see Tobacco Task handout). Tell the Designated Teachers that they should make one copy of the Tobacco Task Pretest and the Tobacco Task Posttest for each member of their group.

Make one copy of the Tobacco Task Learner Satisfaction Form for each class member who is not a Designated Teacher.

Day of Lesson:
Remind students that the Designated Teachers will be teaching to the small groups formed the day before. Have students reorganize into these groups. Tell the Designated Teachers that they will have 15 minutes to teach the lesson, including administering the Tobacco Task Pretest. Tell the teachers when to begin, and time the lesson.

The Tobacco Task (a reflective teaching lesson) should not be a graded activity.

Learning Activities:
Step 1:
Have the Designated Teachers teach the Tobacco Task lesson to their groups. Do not let them exceed the 15 minute time allotment. Administering the Tobacco Task Pretest should be part of the 15 minute allotment.

Teaching-Learning Interaction, continued

Step 2:
Have the Designated Teachers administer the Tobacco Task Posttest. Have each Designated Teacher complete the Tobacco Task Scoring Box sheet. Have each Designated Teacher administer the Tobacco Task Learner Satisfaction Forms.

Step 3:
Write the Designated Teachers' names on the board and indicate the change in attitude scores from the Tobacco Task Scoring Box sheets.

Step 4:
Have the Designated Teachers individually explain their preparation for this lesson. List on the board how many minutes it took each teacher to prepare to teach the lesson. Ask each Designated Teacher: "What would you do differently if you were to teach this lesson tomorrow?" Ask other questions that will help the learners and Designated Teachers assist each other in understanding how to change and measure attitudes.

Step 5:
Rotate through the groups and ask the learners how they felt about the lesson. Were they satisfied with the teaching style? Was their attitude changed? What could the Designated Teacher have done to improve the lesson?

Step 6:
Have the learners share their completed Tobacco Task Learner Satisfaction Forms with their Designated Teachers.

Debriefing Strategies

Content:
It is very important to end the discussion on the Tobacco Task and focus the students' attention on the process of changing attitudes. There is a tendency for students to continue the smoking debate rather than to focus on changing attitudes in general.

Debriefing Strategies, continued

Ask the following questions:

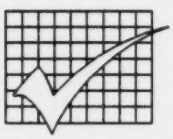
1. How effective were the pre- and posttests for measuring changes in attitudes?
2. What are other ways to evaluate changes in the affective domain?
3. Which of the ways listed would be most effective for high school students?
4. How important is it to determine whether students' attitudes are changing?
5. Why is the affective domain so seldom evaluated?

New Basic Skills:
During the lesson today, what new basic skills did you practice?

- Influence
- Communication skills
- Adaptability

Process:
Distribute the handout titled Reflective Teaching Strategy and ask the following questions:

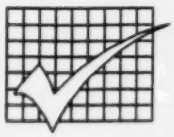
1. What are the characteristics of the Reflective Teaching model?
2. What are the advantages and disadvantages of using the Reflective Teaching model?
3. What did you like and dislike about the model?



Evaluation Options

Content:
Assignment: Determine an attitude change you've experienced over the last five years. Analyze what influenced the change and describe the results. Write a short paper describing the attitude change process.

Process:
Create a lesson plan in your content area which uses Reflective Teaching as the teaching strategy.



Evaluation Options, continued

Application:
Visit a school which has been restructured to accommodate integration of liberal arts and vocational education. In a journal format, record what measures were taken to change attitudes among faculty, staff, and students in order to make this integration possible. Include information on how attitude changes were measured.

Individualized Learning Plan

If a student is learning this content in an individualized program, the student should be given the entire lesson. The student should read all materials. The college supervisor will designate which Evaluation Options will be required of the student. To demonstrate competency, the student should prepare to teach the lesson to a group designated by the college supervisor. Suggestions for such groups include: teacher groups, service organizations, youth groups, etc.

Tobacco Task[1]
(Reflective Teaching Lesson)

Read each section carefully.

Description of your Reflective Teaching Task

You are one of several members of the class chosen to teach this short lesson to a small group of your classmates. Plan to teach it in such a way that you believe both student learning and satisfaction will result.

Your lesson will be taught on this date:_____

Introduction to the Lesson

Teachers foster attitude change — i.e., they attempt to get students to change their minds about people, events, content to be learned, and so forth. The following are examples of teachers fostering attitude change:

1. An English teacher attempts to get students to recognize the value of literature.
2. A classroom teacher attempts to get students to be more understanding of handicapped people.
3. A civics teacher attempts to get students to be more tolerant of people of different racial groups.

Below is an objective that requires you to try to change attitudes within a small group of your peers. The task was selected because your success in accomplishing it probably will not be dependent on your knowledge of some academic subject or on a previous experience you might have had.

Your Objective

Your goal is to get as many of your learners as possible to change their attitude about smoking and smokers. Specifically, you should try to get your learners to feel more favorably toward smoking and smokers, and to disagree with as many of the following statements as possible:

- Smoking is obnoxious.
- Smokers are obnoxious.
- Smokers should never smoke around nonsmokers.
- Smoking should be illegal.
- There is no excuse for anyone to smoke.

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[1]This reflective teaching lesson was contributed by Don Cruickshank, The Ohio State University and Randy Hoover, Youngstown State University. Over 40 other RTLs are available from Phi Delta Kappa, Bloomington, Indiana.

Tobacco Task, continued

You will have 15 minutes in which to accomplish your goal.

Materials

Handouts:

1. Tobacco Task
2. Tobacco Task Information
3. Tobacco Task Pretest
4. Tobacco Task Posttest
5. Tobacco Task Scoring Box
6. Tobacco Task Learner Satisfaction Form

As Designated Teacher for your group, you should make one copy of the Tobacco Task Pretest and the Tobacco Task Posttest for each group member. The college instructor will provide one copy of the Tobacco Task Learner Satisfaction Form for each of your group members.

Beginning the Lesson

Distribute copies of the Tobacco Task Pretest to all learners in your group. Have them complete the Pretest. Collect the completed Pretests before you start to teach.

Ending the Lesson

When you have finished teaching the lesson, distribute copies of the Tobacco Task Posttest to your group members. Have them complete the Posttest (no more than two minutes). Return their completed Tobacco Task Pretests and ask them to indicate any changes from pre- to posttest.

Obtain copies of the Tobacco Task Learner Satisfaction Form from your college instructor. Pass out the Learner Satisfaction Forms to your group members. Have your group members complete the forms. While they are doing so, record the pre- to posttest changes on the Tobacco Task Scoring Box. Return each group member's completed Pretest and Posttest to him or her. Collect the completed Learner Satisfaction Forms.

Begin to work through the Questions for Small Group Discussion with your learners.

Questions for Small Group Discussion

1. How could I have improved this lesson?
2. What worked well for you as learners?
3. Is there anything I could have done to help you feel more comfortable as a learner?

Tobacco Task
Information

Let us resolve once and for all that people who smoke tobacco are no less human than anyone else. In fact, let us argue that the smokers of this nation deserve all the consideration and understanding that society can muster. Let us try to recognize the belief that certain highly intense individuals suffer from stress and self-imposed frustration to such a degree that smoking is the only reasonable manner of coping with demands of life as they feel them.

One must grant that antismoking research uses a single criterion - longevity - in determining smoking's degree of evilness. This research does not consider the quality of smokers' lives. Is it not possible that for certain people the opportunity to smoke may represent a viable outlet for frustration and nervousness? Is it not possible that for some people the likelihood of suffering from stress-related disease may be lessened because of the outlet that smoking provides?

Certainly nobody would deny the soldier in the foxhole a cigarette. Likewise, should we attempt to deny the diplomat, the priest, or the hard-working classroom teacher a chance to relax and unwind from stress and worry? No substitute can aid the addicted in relieving the tensions that are lessened by nicotine. Our society has gone to great lengths and expense to help people addicted to alcohol or hard drugs. Is it too much to ask that understanding or at least tolerance be shown to those who maintain their composure and social ability by smoking?

Tobacco Task
Pretest

Name _____

The following are statements about tobacco and smoking. Rate each statement on the basis of the degree to which you agree or disagree by placing a checkmark (✓) in one column after each statement. The checkmark must be in a box and not on a line.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Smoking is obnoxious.				
2. Smokers are obnoxious.				
3. Smokers should never smoke around nonsmokers.				
4. Smoking should be illegal.				
5. There is no excuse for anyone to smoke.				

Total individual pretest score

Give yourself:

0 points for each item checked in the Strongly Agree column.
1 point for each item checked in the Agree column.
2 points for each item checked in the Disagree column.
3 points for each item checked in the Strongly Disagree column.

Total individual pretest score = _____.

Tobacco Task
Posttest

Name _____

Part A
The following are statements about tobacco and smoking. Rate each statement on the basis of the degree to which you agree or disagree by placing a checkmark (✓) in one column after each statement. The checkmark must be in a box and not on a line.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Smoking is obnoxious.				
2. Smokers are obnoxious.				
3. Smokers should never smoke around nonsmokers.				
4. Smoking should be illegal.				
5. There is no excuse for anyone to smoke.				

Part B
Do you think your attitude toward tobacco and smoking has been modified somewhat by this Reflective Teaching experience?

☐ Yes ☐ No

Part C
Total individual posttest score: Give yourself:

0 points for each item checked in the Strongly Agree column.
1 point for each item checked in the Agree column.
2 points for each item checked in the Disagree column.
3 points for each item checked in the Strongly Disagree column.

Total individual posttest score = _____.

Part D
Total individual posttest score minus total individual pretest score = _____
This represents the amount of individual change. (You may have a negative number.)

Tobacco Task
Scoring Box

When learners have completed the Posttest, total the change scores (Part D, Posttest) and record that number in the scoring box below.

☐ Total learner's change.

☐ Number of students with no change (zero change score).

☐ Number of students with change toward the goal (positive change score).

☐ Number of students with change away from the goal (negative change score).

Part B on the Posttest

How many of the learners felt their attitudes were moderated toward tobacco and smoking from this experience? _____

Tobacco Task
Learner Satisfaction Form

Name _____

1. During the lesson, how satisfied were you as a learner?

   _____ Very Satisfied

   _____ Satisfied

   _____ Unsatisfied

   _____ Very Unsatisfied

2. What could your teacher have done to increase your satisfaction as a learner?

Reflective Teaching Strategy

What is Reflective Teaching?

Reflective teaching is used to engage participants in the complete act of teaching — planning, execution of instruction, and evaluation. A Reflective Teaching Lesson (RTL) is used as a means to an end, the end being reflection — thoughtful consideration of what happens during teaching and learning. The teacher acts as a decisionmaker whose major task is to implement the expertise of others.

Why Use Reflective Teaching?

Reflective Teaching enables teachers to continually learn from their own experiences by considering alternative interpretations of situations, generating and evaluating goals, and examining experience in light of alternative goals and hypotheses (Cruickshank, 1991).

When Should You Use Reflective Teaching?

Reflective Teaching should be used when the intent is to determine how effective an individual (student, teacher) is at planning and executing a lesson. It is also used to determine, by reflection, possible areas of concern regarding that individual's teaching.

How to Use Reflective Teaching

In Reflective Teaching, a class is divided into groups of four to six people each. The instructor selects one person in each group to be the teacher. Each Designated Teacher is given the same RTL to prepare to teach the next time the class meets. In the interim, the Designated Teachers independently plan their teaching. They are encouraged to teach the lesson in any way they wish. The next time the group meets, designated teachers instruct their learning groups. When the brief lessons (10 to 15 minutes) have been completed, assessments are made to determine to what extent the learners learned and were satisfied with their instruction.

Following teaching and assessment, the teachers and learners are guided in discussing what happened in their small groups. Finally, the small groups meet as one large group to compare and contrast their experiences. Because the groups have shared a teaching and learning experience, there is ample opportunity to consider important perennial issues in

Reflective Teaching Strategy, continued

teaching: how to plan, execute, and evaluate the effectiveness of a lesson; how to evaluate instructional materials; how to measure and increase learner satisfaction; and how to determine the appropriate role of the teacher. Since different teachers teach the same material during an RTL, using whichever teaching methods they prefer, afterward, the class can compare different teaching methods and results.

Most RTLs developed to date have been field tested at The Ohio State University or elsewhere. The content of RTLs can be used to classify them. Most RTLs are referred to as content-free, i.e., the content to be taught is not related to the professional educational curriculum. The Origami Task, for example, requires the teacher to get as many learners as possible to construct a butterfly from paper. Some RTLs are related to the content of professional education.[2] The Good Teacher Task requires the teacher to get as many learners as possible to name and rank 11 teacher behaviors identified as having the greatest relationship to student achievement.

A second way RTLs can be classified is according to the domains of learning. Some RTLs require cognitive learning. The Good Teacher Task is an example of this type. Some RTLs require psychomotor learning. For example, the Bowline Task requires the teacher to get learners to tie a bowline knot. Other RTLs require affective learning. For example, the Time Task requires the teacher to get as many learners as possible to change their attitudes about Western notions of time.

A third way RTLs can be classified is according to the types of teacher behaviors that probably are required. Current RTLs seem to require that teachers do one or more of the following: demonstrate, describe, designate, explain, foster attitude change, stimulate, and practice improving students' problem solving behavior.

Reference

Cruickshank, D.R. (1991). Reflective teaching. Bloomington, IL: Phi Delta Kappan.

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[2]Our preference is to develop and use content-free RTLs so that the focus is on teaching rather than content: Content is merely a means to an end. It is our observation that RTLs having content related to professional education cause the college instructor to get caught up in the content and forget that the RTL is to provide teaching practice and an opportunity to reflect on that practice.

LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT

Perennial Problem

What should be done about integrating the new basic skills into vocational education?

Practical Problem

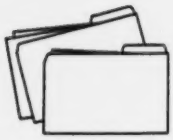
What should be done to help motivate future teachers to maintain their quest for knowledge and to broaden their concept of education beyond classroom learning?

Justification for Lesson

Teachers who have shown a commitment to the integration of basic skills tend to be those who are professionally active and have continued their education beyond the requirements for maintaining certification. Vocational educators need to recognize that effective teachers model lifelong learning.

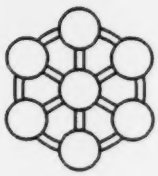
Learner Outcome

The learner will acquire an appreciation of lifelong learning as a tool for professional development.



Instructor Resources

Transparency:
"Do More ..."
Handout:
Nondirective Teaching Strategy



Teaching Strategy Modeled

Nondirective Teaching Strategy

LESSON PLAN

Objectives:

Content:
The learner will recognize that education disciplines change over time, and that teachers have a responsibility to their students to remain current professionally.

The learner will identify ways to remain current professionally.

New Basic Skills:
The learner will identify the new basic skills practiced in this lesson.

Process:
The learner will experience and evaluate the Nondirective Teaching Strategy.

Application:
The learner will identify at least three different ways to become professionally updated.

Teaching-Learning Interaction

Introduction:
Arrange chairs in a circle. Place one chair in the center of the circle. Sit in the center chair.

Ask the students to close their eyes. Ask them to think about an experience they have had in which an "expert" presented irrelevant or outdated information. Ask them to consider how they felt about that experience. Give them one minute to think about their feelings.

Learning Activities:
Step 1:
Have the students open their eyes. From the center chair, explain that the class will discuss the feelings and thoughts generated by the introduction exercise, but that the only person who can talk is the person in the center chair (speaking chair). To change the person in the speaking chair, either the person in that chair must go over and tap another person on the shoulder, or one of the class members must go over and tap the person in the speaking chair on the shoulder, thus initiating a switch of the individual in the speaking chair.

Begin the process either by sharing an experience you have had as a teacher educator that relates to the introduction exercise, or by simply tapping one of the students on the shoulder and saying, "Begin."

When you feel the discussion period is complete, go to the speaking chair and begin Step 2.

Step 2:
Ask the students to close their eyes. Ask them to think about an experience they have had in which an "expert" presented relevant or stimulating information. Ask them to consider how they felt about that experience. Give them one minute to think about their feelings.

Repeat Step 1, discussing the feelings and thoughts generated by the experience reflected upon in Step 2 (i.e., an "expert" presenting relevant or stimulating information).

Step 3:
When you feel the discussion period is complete, go to the speaking chair and begin debriefing. You may choose to continue to use the speaking chair, or you may choose to begin an open discussion.

Debriefing Strategies

Content:
Ask the following questions:

DO MORE
than exist,
live.
DO MORE
than touch,
feel.
DO MORE
than look,
observe.
DO MORE
than read,
absorb.
DO MORE
than hear,
listen.
DO MORE
than listen,
understand.

Transparency 1

1. Why would teachers who are current in their fields be more likely to integrate the teaching of the new basic skills into their curriculum?
2. How will you remain updated after completing your program?

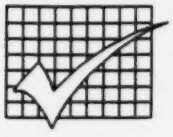
To summarize the content of the lesson, show the transparency titled Do More....

New Basic Skills:
During the lesson today, what new basic skills did you practice?

- Communication
- Learning to learn
- Group effectiveness
- Personal management
- Adaptability

Process:
Distribute the handout titled Nondirective Teaching Strategy and ask the following questions:

1. Why would you use nondirective teaching as a strategy in a classroom?
2. What are the pros and cons of this strategy for generating discussion?
3. Can you think of lessons in your content area that would be enhanced by using this strategy?



Evaluation Options

Content:
Have students write a paper describing the kind of teacher they hope to be in 20 years. In the paper, students should identify professional development activities they feel will help them reach this goal.

Have students write a list of ten methods they could use to keep up-to-date professionally. Examples include: subscribing to journals, joining professional organizations, attending conferences, and obtaining advanced degrees.

Process:
Develop a lesson in your area of expertise which employs a Nondirective Teaching Strategy.

Application:
Ask a teacher you consider up-to-date professionally what professional development methods he or she uses to remain current. Were you surprised by the answers? Disappointed? Would those methods work for you? Write a one page summary of your findings.

Individualized Learning Plan

If a student is learning this content in an individualized program, the student should be given the entire lesson. The student should read all materials. The college supervisor will designate which Evaluation Options will be required of the student. To demonstrate competency, the student should prepare to teach the lesson to a group designated by the college supervisor. Suggestions for such groups include: teacher groups, service organizations, youth groups, etc.

Nondirective Teaching Strategy

What is the Nondirective Teaching Strategy?

The premise of the Nondirective Teaching Strategy is that instruction should be based on concepts of human relations instead of concepts of subject matter or thought processes. Each student works alone to define a problem, consider solutions, and determine a course of action.

Why use the Nondirective Teaching Strategy?

In nondirective teaching, the teacher respects the students' ability to identify problems and formulate solutions. This model is student-centered and is more concerned with long term learning styles and with developing individual personalities than with short term instructional or content objectives.

When should you use the Nondirective Teaching Strategy?

The Nondirective Teaching Strategy can be used when a teacher (a) is attempting to gauge students' self concepts and feelings, (b) is using a teaching activity in which student partnership and initiative are essential, or (c) is interested in organizing the classroom in a way meant to encourage students to take a major role in determining their activities.

How to use the Nondirective Teaching Strategy

1. Encourage the student's free expression of feelings.
2. Help the student explore and define the problem.
3. As the student discusses the problem, offer insight and support.
4. Help the student identify possible solutions and develop a course of action.
5. Allow the student to initiate positive actions to address the problem.

Reference

Joyce, B., & Weil, M. (1986). Models of teaching. Englewood Cliffs, NJ: Prentice-Hall, Inc.

ENHANCING STUDENT/TEACHER EXPECTATIONS

Perennial Problem

What should be done about integrating the new basic skills into vocational education?

Practical Problem

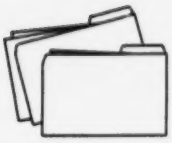
What should be done to help teachers recognize how student and teacher expectations affect learning?

Justification for Lesson

Research indicates that expectations affect student performance. The integration of the new basic skills into vocational education will be successful if teachers and students believe that acquiring the new basic skills is possible for all students.

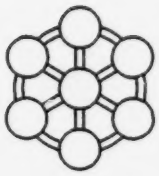
Learner Outcome

The learner will recognize how teacher and student expectations affect behavior and performance.



Instructor Resources

Handouts:
- Magic Square Task
- Magic Square Test
- Magic Square Test Answer Key
- Peer Tutor I and II
- Peer Learner I and II
- Role Playing Strategy



Teaching Strategy Modeled

Role Playing Strategy

LESSON PLAN

Objectives:

Content:
The learner will experience the impact of student/teacher expectations.

The learner will evaluate how expectations influence the ability to learn.

New Basic Skills:
The learner will identify the new basic skills practiced in this lesson.

Process:
The learner will evaluate the Role Playing Teaching Strategy.

Application:
The learner will relate how teacher and student expectations affect lesson planning.

Teaching-Learning Interaction

Day Prior to Lesson:
Ask half of the students to stay after class. After the other students have left, distribute the handouts titled Magic Square Task (four pages), Magic Square Test, and Magic Square Test Answer Key.

Divide the students into two subgroups, Peer Tutors I and Peer Tutors II. Give each Peer Tutor I the handout titled Peer Tutor I. Give each Peer Tutor II the handout titled Peer Tutor II.

Tell the students to come tomorrow prepared to teach one of their peers the Magic Square Task. Explain that they may prepare the lesson in any manner they like. Ask them to refer to their Peer Tutor handout to see what kind of tutor they should role play while teaching.

Day of Lesson:
Introduce the concept of peer tutoring. Explain that the Peer Tutors for today have already been given the assignment and have decided how to teach it.

Divide the half of the class who are not Peer Tutors into two subgroups, Peer Learners I and Peer Learners II. Give each Peer Learner I the handout titled Peer Learner I. Give each Peer Learner II the handout titled Peer Learner II. Ask the Peer Learners to refer to their Peer Learner handouts to see what kind of learner they should role play while the Peer Tutor is teaching them today's material.

Randomly assign each tutor to a learner. Do not consistently pair a Peer Tutor I with a Peer Learner I. Make sure some Peer Tutors I are paired with Peer Learners II, and some Peer Tutors II with Peer Learners I. Be very direct in your assignments, such as, "Juan, you will work with Edgar. Anissa, you will work with Ori." Students will assume you have a reason for the pairings.

Tell the tutors they have 10 minutes to teach their peers the Magic Square Task.

Learning Activities:
Step 1:
Begin timing the peer tutoring session. End the session after 10 minutes.

Teaching-Learning Interaction, continued

Step 2:
Stop the Magic Square lesson and distribute the handout titled Magic Square Test to the Peer Learners (not the Peer Tutors). Give the Peer Learners about three minutes to complete the test. Have each Peer Tutor grade the test of his or her Peer Learner. Allow at least five minutes for the class to discuss the results of teaching and learning the Magic Square Task.

Step 3:
Stop the discussion of the Magic Square Task. There is a tendency for Peer Tutors and Peer Learners to continue discussing the solution to the Magic Square and the results of their tests.

Have the students discuss their roles in the class. Peer Tutors should report what they perceived their role to be and how they felt in that role. Likewise, Peer Learners should discuss their role and how they felt in it.

Debriefing Strategies

Content:
Ask the following questions:

1. How did teacher and student expectations influence your role?
2. How would you have behaved differently if you had been given different instructions?
3. Do teachers or students get messages which cause them to act in certain negative ways? (For example, such messages might reinforce the stereotyping or tracking of students.)

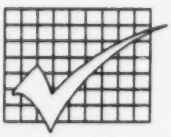
New Basic Skills:
During the lesson today, what new basic skills did you practice?

- Communication
- Influence
- Group effectiveness
- Learning to learn

Debriefing Strategies, continued

Process:
Distribute the handout titled Role Playing Strategy. Ask the following:

1. Is role playing an effective teaching strategy?
2. What are the advantages/disadvantages of using role playing as a teaching strategy?
3. Did role playing help in meeting the objectives of this lesson (experiencing the impact of student and teacher expectations, and evaluating how expectations influence the ability to learn)? Why or why not?
4. What kind of comfort level must be established in a class to have role playing be effective?



Evaluation Options

Content:
Look up research articles on student/teacher expectations. In a one page paper, critique the articles.

Write a paper titled "My Personal Expectations." Critically examine the paper to determine if your expectations could possibly inhibit others.

Process:
Compare and contrast role playing to another teaching strategy. Is role playing a commonly used technique? Why or why not? How might you use it in your content area?

Application:
Visit a school to observe what spoken and unspoken expectations are a part of the students' and teachers' daily routines. Are teachers and students aware of their expectations?

Individualized Learning Plan

If a student is learning this content in an individualized program, the student should be given the entire lesson. The student should read all materials. The college supervisor will designate which Evaluation Options will be required of the student. To demonstrate competency, the student should prepare to teach the lesson to a group designated by the college supervisor. Suggestions for such groups include: teacher groups, service organizations, youth groups, etc.

Magic Square Task[1]

Read each section carefully.

Description of Your Peer Teaching Task

You are one of two or more members of the class chosen to teach this short lesson to a classmate. Plan to teach it in such a way that your classmate will learn from and be satisfied with the lesson.
Your lesson will be taught on this date:_____

Introduction to the Lesson

Teachers describe — they *tell* about something. Teachers also demonstrate — they *show how* to do something. The following are examples of teachers describing and demonstrating behavior:

1. An elementary teacher describes how to perform division and demonstrates by example.
2. A chemistry teacher describes how to prepare a solution and demonstrates by example.
3. An auto mechanics teacher describes how to change a tire and demonstrates by example.

Below is an objective that requires you to describe and demonstrate something to your peer. The task was selected because your success in accomplishing it probably will not be dependent on your knowledge of some academic subject or on previous experience.

Your Objective

Your goal is to get your learner to be able to correctly construct a Magic Square in which the number of cells on each side equals seven. You will have 10 minutes to accomplish your objective.

Materials

1. Magic Squares information
2. Magic Square Test

Special Conditions and Limitations

Follow the directions on your Peer Tutor role playing sheet.

Ending the Lesson

Notify the college instructor when your Peer Learner is ready to take the Magic Square Test. (You may finish early.) Give your Peer Learner the test, and when your Peer Learner has finished (no more than 5 minutes), read the correct answers so he or she can correct the test.

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[1]Special thanks to Donald R. Cruickshank, Professor Emeritus from The Ohio State University, Columbus, Ohio, for contributing the idea for the Magic Square Task.

Magic Squares

A magic square is one in which the columns, rows, and diagonals all add to the same number. For example, in the square below they all add to 15.

15				15
	8	1	6	15
	3	5	7	15
	4	9	2	15
15	15	15	15	15

The formation of Magic Squares has been an amusement for centuries. These squares were sometimes said to possess magical properties; one particular square was inscribed on a silver plate and carried as a protection against the plague.

Magic Squares can be constructed by trial and error, but the task is very time consuming. Thanks to a rule discovered by De La Loubere in 1693, it is possible to complete odd-numbered squares with ease. There are formulas for even-numbered squares, but they will not concern us at this stage.

De La Loubere's rule may be stated as follows:

a. Place the numeral 1 (one) in the middle cell of the top row.

b. Then proceed to place the successive numbers moving upwards diagonally to the right. However, if the top row is reached, move to the bottom row as if it had been above the top row. Thus, 2 goes to the bottom right-hand corner.

	1	
		2

c. If the right-hand column is reached, move to the left-hand column as if it had been next to the right-hand column.

	1	
3		
		2

Thus, 3 goes to the middle left-hand cell.

Magic Square Task, continued

d. If, when moving diagonally, you find another number filling a cell, move to the cell immediately below.

	1	
3		
4		2

Thus, 4 goes below the 3.

e. When the top right corner cell is reached, place the next number directly below.

	1	6
3	5	7
4		2

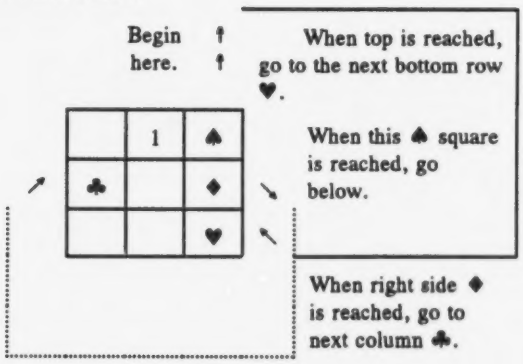
Thus, 7 goes below the 6.

Now the right column is reached, so the 8 goes in the left column.

8	1	6
3	5	7
4	9	2

This reaches the top line, so the 9 goes in the bottom row.

The following summarizes the rules:


Begin here.
When top is reached, go to the next bottom row ♥.
1
♠
♣
♦
♥
When this ♠ square is reached, go below.
When right side ♦ is reached, go to next column ♣.

Magic Square Task, continued

Finally: When any cell is full, go directly below where the last number was placed.

Let us now apply the rule to a 5-cell square:

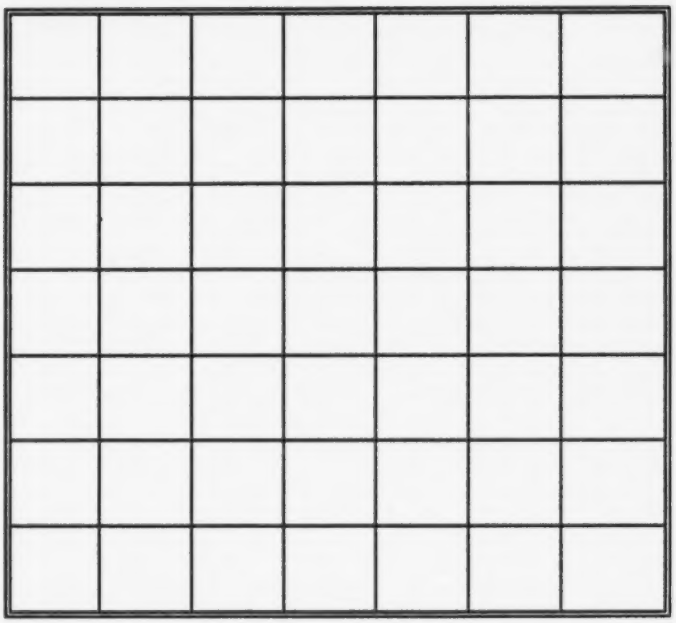
65						65
	17	24	1	8	15	65
	23	5	7	14	16	65
	4	6	13	20	22	65
	10	12	19	21	3	65
	11	18	25	2	9	65
65	65	65	65	65	65	65

All rows, columns, and diagonals add to 65.

Magic Square Test

Name _____

The square below has an odd number of cells on each side. Use the rules you have been given to construct a magic square.



Colorado State University, 1992.

Magic Square Test
Answer Key

30	39	48	1	10	19	28
38	47	7	9	18	27	29
46	6	8	17	26	35	37
5	14	16	25	34	36	45
13	15	24	33	42	44	4
21	23	32	41	43	3	12
22	31	40	49	2	11	20

Colorado State University, 1992.

Peer Tutor I

You will be role playing a Peer Tutor. In this role, you will be expected to teach your Peer Learner the attached lesson. As a tutor of this lesson, you need to:

1. stick to the task. Keep pushing your peer to complete the lesson.

2. realize that this is a difficult task. It is nearly impossible to teach the task in the time allocated.

3. know that your peer does not do well in this content area, and that you will have a difficult time getting him or her to complete the lesson.

4. keep in mind that your performance (grade) will be based on how well your Peer Learner does.

(cut here)

Peer Tutor II

You will be role playing a Peer Tutor. In this role, you will be expected to teach your Peer Learner the attached lesson. As a tutor of this lesson, you need to:

1. encourage your peer as much as possible. Use phrases such as:

   - "You can do it."
   - "Good for you."
   - "See, I knew you could do it."

2. know that this will **not** be a difficult task for your Peer Learner. Expect that he or she will complete the task easily.

3. know that your Peer Learner is excellent in this content area (even if he or she claims otherwise).

4. keep in mind that your performance (grade) will be based on how well your Peer Learner does.

Peer Learner I

You will be role playing a Peer Learner. In this role, you will be expected to learn the content taught by your Peer Tutor. Do the best you can. In this role you will need to:

1. know that you are capable of completing this task.
2. expect that you will complete the task easily.
3. know that the Peer Tutor expects that you will learn the content.
4. keep in mind that your performance (grade) will be based on the results of the test given at the end of the lesson.

(cut here)

Peer Learner II

You will be role playing a Peer Learner. In this role you will have difficulty understanding the content taught by your Peer Tutor. You have mathematics anxiety. In this role you will need to:

1. know that this is a difficult task for you.
2. expect that you will **not** complete it easily.
3. know that the Peer Tutor does not expect that you will learn the content.
4. keep in mind that your performance (grade) will be based on the results of the test given at the end of the lesson.

Role Playing Strategy

What is Role Playing?

Role playing involves the acting out of roles that are defined in part by convention and in part by the role players' existing knowledge of the types of characters they will be portraying. Problems or issues are delineated, acted out, and discussed.

Why Use Role Playing?

Role playing can be advantageous in helping students discover personal meaning within social constraints.

When Should You Use Role Playing?

Teacher educators might use role playing when they want students to explore human relationships, feelings, attitudes, values, or problem solving techniques.

How to Use Role Playing

Role playing requires these steps: (a) assigning roles; (b) setting the stage; (c) acting out the roles; (d) discussing and evaluating; (e) if necessary, repeating the acting out of roles and the discussion; and (f) generalizing.

Debriefing the Role Playing

Debriefing is the key to successful use of this strategy. Teacher educators should help students recognize the various aspects of a problem into which role playing provides insight. The students might concentrate upon feelings, attitudes and values, the problem itself, or the consequences of behavior. It is possible for the teacher to emphasize any or all of these areas. However, it is highly recommended that the teacher emphasize only one area in any use of the strategy.

Role Playing Strategy, continued

Things to Remember

1. Accept student responses.
2. Help students explore all aspects of the situation.
3. Help students summarize responses.

References

Joyce, B., & Weil, M. (1986). Models of teaching. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Grauerholz, E., & Scuteri, G.M. (1989, October). Learning to role-take: A teaching technique to enhance awareness of the other. Teaching Sociology, 17(4), 80-83.

Chamberlain, V. M. (1992). Creative Home Economics Instruction. Peoria, IL: Macmillan/McGraw-Hill.

INSTRUCTOR RESOURCES

LESSON: AFFECTIVE DOMAIN — CHANGING ATTITUDES

Tobacco Task[1]
(Reflective Teaching Lesson)

Read each section carefully.

Description of your Reflective Teaching Task

You are one of several members of the class chosen to teach this short lesson to a small group of your classmates. Plan to teach it in such a way that you believe both student learning and satisfaction will result.

Your lesson will be taught on this date:_____

Introduction to the Lesson

Teachers foster attitude change — i.e., they attempt to get students to change their minds about people, events, content to be learned, and so forth. The following are examples of teachers fostering attitude change:

1. An English teacher attempts to get students to recognize the value of literature.
2. A classroom teacher attempts to get students to be more understanding of handicapped people.
3. A civics teacher attempts to get students to be more tolerant of people of different racial groups.

Below is an objective that requires you to try to change attitudes within a small group of your peers. The task was selected because your success in accomplishing it probably will not be dependent on your knowledge of some academic subject or on a previous experience you might have had.

Your Objective

Your goal is to get as many of your learners as possible to change their attitude about smoking and smokers. Specifically, you should try to get your learners to feel more favorably toward smoking and smokers, and to disagree with as many of the following statements as possible:

- Smoking is obnoxious.
- Smokers are obnoxious.
- Smokers should never smoke around nonsmokers.
- Smoking should be illegal.
- There is no excuse for anyone to smoke.

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[1]This reflective teaching lesson was contributed by Don Cruickshank, The Ohio State University and Randy Hoover, Youngstown State University. Over 40 other RTLs are available from Phi Delta Kappa, Bloomington, Indiana.

Tobacco Task, continued

You will have 15 minutes in which to accomplish your goal.

Materials

Handouts:

1. Tobacco Task
2. Tobacco Task Information
3. Tobacco Task Pretest
4. Tobacco Task Posttest
5. Tobacco Task Scoring Box
6. Tobacco Task Learner Satisfaction Form

As Designated Teacher for your group, you should make one copy of the Tobacco Task Pretest and the Tobacco Task Posttest for each group member. The college instructor will provide one copy of the Tobacco Task Learner Satisfaction Form for each of your group members.

Beginning the Lesson

Distribute copies of the Tobacco Task Pretest to all learners in your group. Have them complete the Pretest. Collect the completed Pretests before you start to teach.

Ending the Lesson

When you have finished teaching the lesson, distribute copies of the Tobacco Task Posttest to your group members. Have them complete the Posttest (no more than two minutes). Return their completed Tobacco Task Pretests and ask them to indicate any changes from pre- to posttest.

Obtain copies of the Tobacco Task Learner Satisfaction Form from your college instructor. Pass out the Learner Satisfaction Forms to your group members. Have your group members complete the forms. While they are doing so, record the pre- to posttest changes on the Tobacco Task Scoring Box. Return each group member's completed Pretest and Posttest to him or her. Collect the completed Learner Satisfaction Forms.

Begin to work through the Questions for Small Group Discussion with your learners.

Questions for Small Group Discussion

1. How could I have improved this lesson?
2. What worked well for you as learners?
3. Is there anything I could have done to help you feel more comfortable as a learner?

Tobacco Task
Information

Let us resolve once and for all that people who smoke tobacco are no less human than anyone else. In fact, let us argue that the smokers of this nation deserve all the consideration and understanding that society can muster. Let us try to recognize the belief that certain highly intense individuals suffer from stress and self-imposed frustration to such a degree that smoking is the only reasonable manner of coping with demands of life as they feel them.

One must grant that antismoking research uses a single criterion - longevity - in determining smoking's degree of evilness. This research does not consider the quality of smokers' lives. Is it not possible that for certain people the opportunity to smoke may represent a viable outlet for frustration and nervousness? Is it not possible that for some people the likelihood of suffering from stress-related disease may be lessened because of the outlet that smoking provides?

Certainly nobody would deny the soldier in the foxhole a cigarette. Likewise, should we attempt to deny the diplomat, the priest, or the hard-working classroom teacher a chance to relax and unwind from stress and worry? No substitute can aid the addicted in relieving the tensions that are lessened by nicotine. Our society has gone to great lengths and expense to help people addicted to alcohol or hard drugs. Is it too much to ask that understanding or at least tolerance be shown to those who maintain their composure and social ability by smoking?

Tobacco Task
Pretest

Name _____

The following are statements about tobacco and smoking. Rate each statement on the basis of the degree to which you agree or disagree by placing a checkmark (✓) in one column after each statement. The checkmark must be in a box and not on a line.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Smoking is obnoxious.				
2. Smokers are obnoxious.				
3. Smokers should never smoke around nonsmokers.				
4. Smoking should be illegal.				
5. There is no excuse for anyone to smoke.				

Total individual pretest score

Give yourself:

0 points for each item checked in the Strongly Agree column.
1 point for each item checked in the Agree column.
2 points for each item checked in the Disagree column.
3 points for each item checked in the Strongly Disagree column.

Total individual pretest score = _____.

Tobacco Task
Posttest

Name _____

Part A
The following are statements about tobacco and smoking. Rate each statement on the basis of the degree to which you agree or disagree by placing a checkmark (✓) in one column after each statement. The checkmark must be in a box and not on a line.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Smoking is obnoxious.				
2. Smokers are obnoxious.				
3. Smokers should never smoke around nonsmokers.				
4. Smoking should be illegal.				
5. There is no excuse for anyone to smoke.				

Part B
Do you think your attitude toward tobacco and smoking has been modified somewhat by this Reflective Teaching experience?

☐ Yes ☐ No

Part C
Total individual posttest score: Give yourself:

0 points for each item checked in the Strongly Agree column.
1 point for each item checked in the Agree column.
2 points for each item checked in the Disagree column.
3 points for each item checked in the Strongly Disagree column.

Total individual posttest score = _____.

Part D
Total individual posttest score minus total individual pretest score = _____
This represents the amount of individual change. (You may have a negative number.)

Tobacco Task
Scoring Box

When learners have completed the Posttest, total the change scores (Part D, Posttest) and record that number in the scoring box below.

- ☐ Total learner's change.
- ☐ Number of students with no change (zero change score).
- ☐ Number of students with change toward the goal (positive change score).
- ☐ Number of students with change away from the goal (negative change score).

Part B on the Posttest

How many of the learners felt their attitudes were moderated toward tobacco and smoking from this experience? _____

Tobacco Task
Learner Satisfaction Form

Name _____

1. During the lesson, how satisfied were you as a learner?

   _____ Very Satisfied

   _____ Satisfied

   _____ Unsatisfied

   _____ Very Unsatisfied

2. What could your teacher have done to increase your satisfaction as a learner?

Reflective Teaching Strategy

What is Reflective Teaching?

Reflective teaching is used to engage participants in the complete act of teaching — planning, execution of instruction, and evaluation. A Reflective Teaching Lesson (RTL) is used as a means to an end, the end being reflection — thoughtful consideration of what happens during teaching and learning. The teacher acts as a decisionmaker whose major task is to implement the expertise of others.

Why Use Reflective Teaching?

Reflective Teaching enables teachers to continually learn from their own experiences by considering alternative interpretations of situations, generating and evaluating goals, and examining experience in light of alternative goals and hypotheses (Cruickshank, 1991).

When Should You Use Reflective Teaching?

Reflective Teaching should be used when the intent is to determine how effective an individual (student, teacher) is at planning and executing a lesson. It is also used to determine, by reflection, possible areas of concern regarding that individual's teaching.

How to Use Reflective Teaching

In Reflective Teaching, a class is divided into groups of four to six people each. The instructor selects one person in each group to be the teacher. Each Designated Teacher is given the same RTL to prepare to teach the next time the class meets. In the interim, the Designated Teachers independently plan their teaching. They are encouraged to teach the lesson in any way they wish. The next time the group meets, designated teachers instruct their learning groups. When the brief lessons (10 to 15 minutes) have been completed, assessments are made to determine to what extent the learners learned and were satisfied with their instruction.

Following teaching and assessment, the teachers and learners are guided in discussing what happened in their small groups. Finally, the small groups meet as one large group to compare and contrast their experiences. Because the groups have shared a teaching and learning experience, there is ample opportunity to consider important perennial issues in

Reflective Teaching Strategy, continued

teaching: how to plan, execute, and evaluate the effectiveness of a lesson; how to evaluate instructional materials; how to measure and increase learner satisfaction; and how to determine the appropriate role of the teacher. Since different teachers teach the same material during an RTL, using whichever teaching methods they prefer, afterward, the class can compare different teaching methods and results.

Most RTLs developed to date have been field tested at The Ohio State University or elsewhere. The content of RTLs can be used to classify them. Most RTLs are referred to as content-free, i.e., the content to be taught is not related to the professional educational curriculum. The Origami Task, for example, requires the teacher to get as many learners as possible to construct a butterfly from paper. Some RTLs are related to the content of professional education.[2] The Good Teacher Task requires the teacher to get as many learners as possible to name and rank 11 teacher behaviors identified as having the greatest relationship to student achievement.

A second way RTLs can be classified is according to the domains of learning. Some RTLs require cognitive learning. The Good Teacher Task is an example of this type. Some RTLs require psychomotor learning. For example, the Bowline Task requires the teacher to get learners to tie a bowline knot. Other RTLs require affective learning. For example, the Time Task requires the teacher to get as many learners as possible to change their attitudes about Western notions of time.

A third way RTLs can be classified is according to the types of teacher behaviors that probably are required. Current RTLs seem to require that teachers do one or more of the following: demonstrate, describe, designate, explain, foster attitude change, stimulate, and practice improving students' problem solving behavior.

Reference

Cruickshank, D.R. (1991). Reflective teaching. Phi Delta Kappan: Bloomington, IL.

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[2]Our preference is to develop and use content-free RTLs so that the focus is on teaching rather than content: Content is merely a means to an end. It is our observation that RTLs having content related to professional education cause the college instructor to get caught up in the content and forget that the RTL is to provide teaching practice and an opportunity to reflect on that practice.

INSTRUCTOR RESOURCES

LESSON: LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT

DO MORE

than exist,

live.

DO MORE

than touch,

feel.

DO MORE

than look,

observe.

DO MORE

than read,

absorb.

DO MORE

than hear,

listen.

DO MORE

than listen,

understand.

Colorado State University, 1992.

Lifelong Learning and Professional Development, T—1

Nondirective Teaching Strategy

What is the Nondirective Teaching Strategy?

The premise of the Nondirective Teaching Strategy is that instruction should be based on concepts of human relations instead of concepts of subject matter or thought processes. Each student works alone to define a problem, consider solutions, and determine a course of action.

Why use the Nondirective Teaching Strategy?

In nondirective teaching, the teacher respects the students' ability to identify problems and formulate solutions. This model is student-centered and is more concerned with long term learning styles and with developing individual personalities than with short term instructional or content objectives.

When should you use the Nondirective Teaching Strategy?

The Nondirective Teaching Strategy can be used when a teacher (a) is attempting to gauge students' self concepts and feelings, (b) is using a teaching activity in which student partnership and initiative are essential, or (c) is interested in organizing the classroom in a way meant to encourage students to take a major role in determining their activities.

How to use the Nondirective Teaching Strategy

1. Encourage the student's free expression of feelings.
2. Help the student explore and define the problem.
3. As the student discusses the problem, offer insight and support.
4. Help the student identify possible solutions and develop a course of action.
5. Allow the student to initiate positive actions to address the problem.

Reference

Joyce, B., & Weil, M. (1986). Models of teaching. Englewood Cliffs, NJ: Prentice-Hall, Inc.

INSTRUCTOR RESOURCES

LESSON: ENHANCING STUDENT/TEACHER EXPECTATIONS

Magic Square Task[3]

Read each section carefully.

Description of Your Peer Teaching Task

You are one of two or more members of the class chosen to teach this short lesson to a classmate. Plan to teach it in such a way that your classmate will learn from and be satisfied with the lesson.
Your lesson will be taught on this date:_____

Introduction to the Lesson

Teachers describe — they *tell* about something. Teachers also demonstrate — they *show how* to do something. The following are examples of teachers describing and demonstrating behavior:

1. An elementary teacher describes how to perform division and demonstrates by example.
2. A chemistry teacher describes how to prepare a solution and demonstrates by example.
3. An auto mechanics teacher describes how to change a tire and demonstrates by example.

Below is an objective that requires you to describe and demonstrate something to your peer. The task was selected because your success in accomplishing it probably will not be dependent on your knowledge of some academic subject or on previous experience.

Your Objective

Your goal is to get your learner to be able to correctly construct a Magic Square in which the number of cells on each side equals seven. You will have 10 minutes to accomplish your objective.

Materials

1. Magic Squares information
2. Magic Square Test

Special Conditions and Limitations

Follow the directions on your Peer Tutor role playing sheet.

Ending the Lesson

Notify the college instructor when your Peer Learner is ready to take the Magic Square Test. (You may finish early.) Give your Peer Learner the test, and when your Peer Learner has finished (no more than 5 minutes), read the correct answers so he or she can correct the test.

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[3]Special thanks to Donald R. Cruickshank, Professor Emeritus from The Ohio State University, Columbus, Ohio, for contributing the idea for the Magic Square Task.

Magic Squares

A magic square is one in which the columns, rows, and diagonals all add to the same number. For example, in the square below they all add to 15.

8	1	6	15
3	5	7	15
4	9	2	15
15	15	15	15

The formation of Magic Squares has been an amusement for centuries. These squares were sometimes said to possess magical properties; one particular square was inscribed on a silver plate and carried as a protection against the plague.

Magic Squares can be constructed by trial and error, but the task is very time consuming. Thanks to a rule discovered by De La Loubere in 1693, it is possible to complete odd-numbered squares with ease. There are formulas for even-numbered squares, but they will not concern us at this stage.

De La Loubere's rule may be stated as follows:

a. Place the numeral 1 (one) in the middle cell of the top row.

b. Then proceed to place the successive numbers moving upwards diagonally to the right. However, if the top row is reached, move to the bottom row as if it had been above the top row. Thus, 2 goes to the bottom right-hand corner.

	1	
		2

c. If the right-hand column is reached, move to the left-hand column as if it had been next to the right-hand column.

	1	
3		
		2

Thus, 3 goes to the middle left-hand cell.

Magic Square Task, continued

d. If, when moving diagonally, you find another number filling a cell, move to the cell immediately below.

	1	
3		
4		2

Thus, 4 goes below the 3.

e. When the top right corner cell is reached, place the next number directly below.

	1	6
3	5	7
4		2

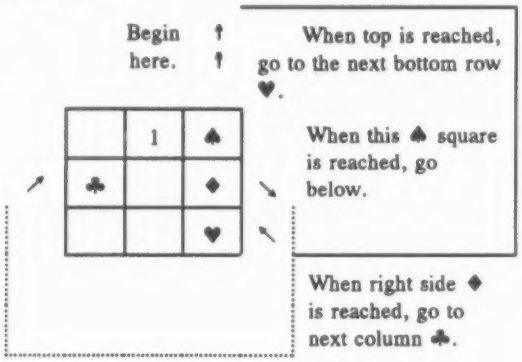
Thus, 7 goes below the 6.

Now the right column is reached, so the 8 goes in the left column.

8	1	6
3	5	7
4	9	2

This reaches the top line, so the 9 goes in the bottom row.

The following summarizes the rules:


Begin here.
When top is reached, go to the next bottom row ♥.
1
♠
♣
♦
♥
When this ♠ square is reached, go below.
When right side ♦ is reached, go to next column ♣.

Magic Square Task, continued

Finally: When any cell is full, go directly below where the last number was placed.

Let us now apply the rule to a 5-cell square:

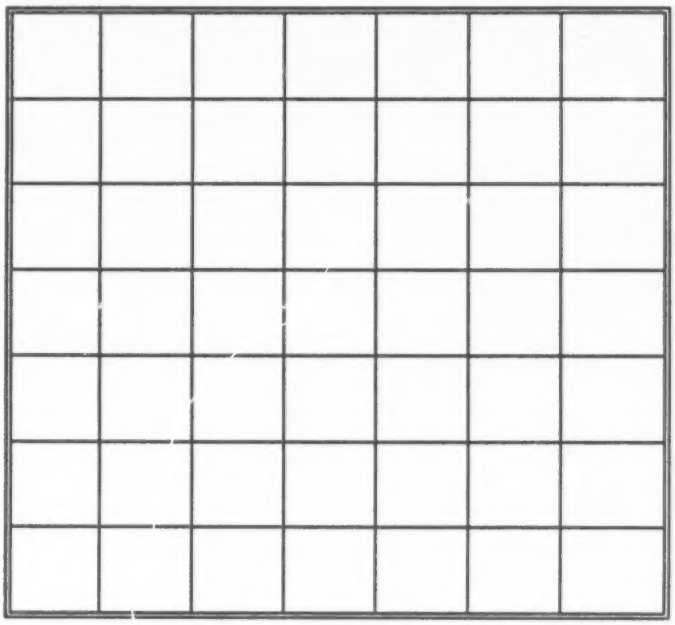
65					65
	17	24	1	8	15	65
	23	5	7	14	16	65
	4	6	13	20	22	65
	10	12	19	21	3	65
	11	18	25	2	9	65
65	65	65	65	65	65	65

All rows, columns, and diagonals add to 65.

Magic Square Test

Name _____

The square below has an odd number of cells on each side. Use the rules you have been given to construct a magic square.



Magic Square Test
Answer Key

30	39	48	1	10	19	28
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Peer Tutor I

You will be role playing a Peer Tutor. In this role, you will be expected to teach your Peer Learner the attached lesson. As a tutor of this lesson, you need to:

1. stick to the task. Keep pushing your peer to complete the lesson.

2. realize that this is a difficult task. It is nearly impossible to teach the task in the time allocated.

3. know that your peer does not do well in this content area, and that you will have a difficult time getting him or her to complete the lesson.

4. keep in mind that your performance (grade) will be based on how well your Peer Learner does.

(cut here)

Peer Tutor II

You will be role playing a Peer Tutor. In this role, you will be expected to teach your Peer Learner the attached lesson. As a tutor of this lesson, you need to:

1. encourage your peer as much as possible. Use phrases such as:

   - "You can do it."
   - "Good for you."
   - "See, I knew you could do it."

2. know that this will **not** be a difficult task for your Peer Learner. Expect that he or she will complete the task easily.

3. know that your Peer Learner is excellent in this content area (even if he or she claims otherwise).

4. keep in mind that your performance (grade) will be based on how well your Peer Learner does.

Peer Learner I

You will be role playing a Peer Learner. In this role, you will be expected to learn the content taught by your Peer Tutor. Do the best you can. In this role you will need to:

1. know that you are capable of completing this task.
2. expect that you will complete the task easily.
3. know that the Peer Tutor expects that you will learn the content.
4. keep in mind that your performance (grade) will be based on the results of the test given at the end of the lesson.

(cut here)

Peer Learner II

You will be role playing a Peer Learner. In this role you will have difficulty understanding the content taught by your Peer Tutor. You have mathematics anxiety. In this role you will need to:

1. know that this is a difficult task for you.
2. expect that you will **not** complete it easily.
3. know that the Peer Tutor does not expect that you will learn the content.
4. keep in mind that your performance (grade) will be based on the results of the test given at the end of the lesson.

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Debriefing is the key to successful use of this strategy. Teacher educators should help students recognize the various aspects of a problem into which role playing provides insight. The students might concentrate upon feelings, attitudes and values, the problem itself, or the consequences of behavior. It is possible for the teacher to emphasize any or all of these areas. However, it is highly recommended that the teacher emphasize only one area in any use of the strategy.

Role Playing Strategy, continued

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2. Help students explore all aspects of the situation.
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